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U. S. DEPARTMENT OF LABOR
CHILDREN'S BUREAU

JULY 2, 1942

APRIL 1
1942

CHILDREN'S YEAR

1942

THE VISITING TEACHER

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CHILDREN'S YEAR LEAFLET NO. 11

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THE VISITING TEACHER.

In talking with working children about the reason for their having left school for employment, frequently the reply is: "I didn't like school and I wanted to work." Usually the reasons are found to be economic or educational maladjustments of the individual child. It is obvious that if we are to succeed in keeping children in school until they have had a chance for an education some means must be provided of finding out, understanding, and remedying the individual child's difficulties. His problems must be discovered before they have loomed so large in his limited experience as to determine an unwise course, or before they have become such serious difficulties as to handicap him permanently.

It has been found advisable in a number of communities to secure the services of visiting teachers not to get the child "back to school" but to prevent the unfortunate, unconscious drive out from school which results when the school fails to see and understand and remedy each child's individual problem. The aim of the visiting teacher is to adjust the conditions, in the lives of individual children, that retard development and school progress and that are responsible for school conduct, scholarship, or attendance.

The visiting teacher must not be confused with an attendance officer or a probation officer. Her work is entirely preventive and she gets in touch with the child when the first symptoms appear which, if not heeded, develop frequently into truancy, retardation, or delinquency.

It has become recognized that for the true education of the child the home and the school must work together. The visiting teacher stands between the home and the school. She interprets the school to the parents and enlists their cooperation. She passes on to the teacher the results of her observation of the child in his home surroundings, noting his interests and his handicaps, and so helps the teacher to understand the child.

There are boys and girls who have fallen below standard in scholarship but who are not subnormal; there are children who have grown restless and whom school fails to interest because it seems so remote from the life they lead outside its walls; there are retarded children who are undernourished and who seem to have reached the end of their mental development; there are the girls who have an extra burden of home duties placed on their shoulders and who are

unable to keep up with their studies; there are the children whose home conditions are so adverse that they need special guidance and supervision; there are those boys and girls who have fallen below standard in conduct and who are not yet delinquent but are showing serious tendencies; there are children who need medical care and who can not progress in their studies; there are children who leave school because the family income is inadequate. All these children will doubtless leave school as soon as the law allows and enter industry to drift into the ranks of the unskilled workers. These are the boys and girls for whom the help of the visiting teacher should be enlisted.

The visiting teacher goes into the home and establishes friendly relations with the parents. She attempts to discover the cause of the child's trouble by finding out the home conditions, the attitude of the parents toward school, the child's special difficulties and grievances; his point of view, his habits, his tastes, and interests, and how far these interests and aptitudes are made a part of his school life; how the school requirements may be modified to adjust the child's special difficulty and help him to get the full value out of his school course; how he spends his time outside of school hours; and how he is regarded by his family and his mates.

When the cause of the child's trouble is discovered, then the visiting teacher, with the cooperation of the parents and the school, attempts to make a plan of correction or adjustment and tries to secure a point of contact from which to work out a new interest.

She studies the neighborhood where the school is located to determine what part it plays in the child's life. She finds out the nationality of the neighborhood, the standard of living and education in general, the play opportunities for children, the parks and playgrounds, the churches and settlements; the educational facilities outside the school; the agencies available for relief, correction, or medical assistance. In brief, she acquaints herself with all the conditions that are working for and against the child and with all the social agencies at work in the neighborhood.

To assist in the solution of the child's problem the visiting teacher may enlist the interest of a playground director, a Big Brother, a librarian or club leader, a district nurse, the associated charities, or a tutor; employment may be found for a father or an older brother; the other children in the family may be aided in various ways, or the child may be transferred to another school or another room, all to the end that he may make more profitable school progress. Much is accomplished merely by showing the family how they may cooperate with the school and by releasing the child's energy through awakened interest or a changed attitude.

In one city the visiting teacher has formed clubs and classes which meet outside of school hours as a means of working out specific problems with individual children. With the cooperation of the princi-

pals, housekeeping classes for girls in the lower grades have been formed; special diet has been arranged for mal-nourished children; meetings have been held for parents and an effort made to form school and neighborhood associations.

VALUE OF THE VISITING TEACHER TO THE SCHOOL.

The visiting teacher's work has been found to be not only of value to the child but of immense value to the school. The visiting teacher, reaching out beyond the school, seeing the child's home life with its lacks and its ambitions, realizing the deficiencies, the dangers and trend of the neighborhood and the demands that are therefore made on the school for industrial and manual training, is able to assist the school in getting a clearer vision of the educational needs of the child.

One school in an eastern city, realizing through its visiting teacher that an unwholesome and undemocratic attitude toward housework was developing in a district, added to its curriculum a special course in housekeeping and for some time put special emphasis on the dignity of housework and home helping both for boys and girls. The visiting teacher has been found to be of service to the school in estimating for the school the value of certain types of school work as tested out in the home. A visiting teacher was called upon by a domestic science teacher for advice on the best method of interesting a group of foreign children in cooking and applying in their homes the lessons taught at school.

It may be thought that the class teacher should do the work of the visiting teacher. In time the schools may become socialized and the work so arranged that the teachers may give more time to the individual child, but at present in most of the communities the teachers are already overtaxed by the large classes assigned to them. The work of the visiting teacher often involves many visits to a home in order to adjust the difficulty in the case of one child. This means an expenditure of more time and energy than the teachers are able or have a right to spare from their teaching. The visiting teacher assists the class teacher in giving to each child the full opportunities of education.

HISTORY OF THE MOVEMENT.

The work of the visiting teacher began informally in 1906 in two eastern cities as a settlement activity because the residents found that frequently children were problems to the school because the school had inadequate information regarding home conditions or because the home failed to understand the school's demands. Since then the work has extended to large and small cities, east and west, and to suburban and rural sections. In some cities the work has been imitated by parents' associations, women's clubs or a group of clubs,

public education associations or child-welfare organizations, and later has been taken over by the school board after the need for and value of the work has been demonstrated; the work has been done in the schools while the salaries of the visiting teachers have been paid by private organizations. In other cities the school board has conducted the work from the beginning. At present in about 75 per cent of the towns maintaining this type of work it is carried on by the departments of education.

SUGGESTIONS FOR THOSE STARTING THE WORK.

In starting the visiting teacher work it has seemed desirable in most communities to secure the services of a person who has not only the training and experience of a teacher, so that she may be equipped to see the school problem, but also that of a social worker, so that she may be equipped to deal with the intimate and larger social questions involved in education and have a technique of "case work," which means a thorough understanding and specialized treatment of each individual case. She should have an understanding of children and of human nature, as well as tact and vision. She should have the ability to draw constructive conclusions, both educational and social, from her work with individuals. Occupying the position of go-between she should have the double viewpoint from first-hand experience.

RELATION TO THE SCHOOL.

It has been found advisable in most places to appoint the visiting teacher as an integral part of the school where she is regarded as a consultant on problematical children and on social educational problems. The principal refers to her children who become problems to the school because they are but half seen and half understood or those with whose situation the school finds itself unable to cope.

In cities where the schools are large it has been found advisable for a visiting teacher to work in one school only. In other places the visiting teacher has been assigned to more. The following principle, however, holds true: That the visiting teacher should be assigned to a field small enough for her to be identified with it, so that she may be the school representative in the neighborhood and the representative of the neighborhood in the school.

The visiting teacher's office should, of course, be in the school and so arranged that she may see the parents and children alone. In most places regular office hours have been found a convenience for the teachers as well as for the parents who wish to consult the visiting teacher.

The hours of the visiting teacher are usually equivalent to the hours required by the school-teachers, but they are not so definite, for

frequently a visiting teacher calls on Saturdays or in the evening to see the father or a mother who works during the day.

It has been found desirable to keep accurate records of significant facts relating to the children referred to the visiting teacher. A printed record form is a simple time-saving device. Experience has shown that it should include, among other items, the following:

Name and position of person referring the child to the visiting teacher.

Reason child was referred.

Important facts about the environment and home conditions.

Special characteristics and tendencies of the child.

The action taken by the visiting teacher:

With the child.

In the home.

In the school.

Through outside agencies (in relation to health, financial assistance, correction, opportunity for study, recreation, etc.)

The final outcome and fundamental difficulties.

Such a record serves a double purpose: It is valuable to the visiting teacher while she is planning for the child, and it summarizes the significant facts so that the school may see the child and his needs in the light of his social experience and may therefore be better able to provide for him the type of schooling which he needs to fit him for success in life.

The Children's Bureau will be glad to refer committees who plan to include in their activities for the lessening of child labor the preventive work of a visiting teacher, and who wish further details, to those who are carrying on the work in various cities and towns.



U. S. DEPARTMENT OF LABOR
CHILDREN'S BUREAU
JULIA C. LATHROP, Chie.

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THE
EMPLOYMENT-CERTIFICATE
SYSTEM

A SAFEGUARD FOR THE WORKING CHILD

CHILDREN'S YEAR LEAFLET NO. 12
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PREPARED IN COLLABORATION WITH THE
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THE EMPLOYMENT-CERTIFICATE SYSTEM: A SAFEGUARD FOR THE WORKING CHILD.

The Back-to-School Drive, it is hoped, will lead immediately to better enforcement of the present child-labor and compulsory school-attendance laws and ultimately to laws embodying higher standards for the protection of children. The local committees may do much toward this end by seeing that employment certificates are issued in conformity with the laws of their States.

Effective administration of a child-labor law depends to a very great extent on a thorough-going system of issuing employment certificates. The employment certificate aids law enforcement. It is a safeguard that has been devised to prevent children from leaving school and going to work until they can meet with the requirements laid down in the child-labor and compulsory education laws. An adequate child-labor law should provide that a child must obtain such a certificate before he can be legally employed, and that in order to obtain it he must be of a certain age and must have attained a minimum standard of education and physical fitness. To-day nearly all the States require children to secure employment certificates before going to work.

The duty of issuing employment certificates is placed upon school officials in many States, in others it devolves upon factory inspectors, industrial commissions, health officers, or court officials.

THE ISSUING OFFICER.

The proper enforcement of the child-labor law depends upon the officer in charge. The issuing of certificates involves interviews with children and parents, as well as explanations and instructions regarding provisions in the law which are sometimes complicated. The officer who issues employment certificates should, therefore, be above the average in intelligence, patient and courteous at all times, and determined to see that the child's rights are preserved and that the child's needs are made the first consideration. Often the work of issuing employment certificates is delegated to an untrained clerk or some other person unfitted for such work. Too much importance can not be attached to the personality of the issuing officer.

REQUIREMENTS FOR EMPLOYMENT CERTIFICATES.**PROOF OF AGE.**

The most important duty of the issuing officer is to determine whether the child applying for an employment certificate is of legal age to work. The minimum age for employment in industrial occupations is generally 14. In many States children under 16 may not be employed in processes which involve unusual risk. In some States no real evidence of the child's age is required by law—an unsupported affidavit or a school record of age may be accepted as sufficient proof.

The parent's affidavit or the date of birth as it appears on the school record can not always be relied upon. The school may have the child's age registered incorrectly. There are parents who look forward to the time when their children may become wage earners and deliberately plan to evade the law by entering the children in school as 6 or 7 years of age when they are only 5 or 6. A few years later the parents ask for the child's working papers, claiming that he is 14, when in reality he is only 12 or 13 years of age. The school record shows he is 14, and the employment certificate is issued.

No system can be devised that will keep all children in school up to the age prescribed in the law until birth registration is everywhere compulsory and every child's age is a matter of public record.

Certain States permit the issuing officer to accept any one of several kinds of proof of age specified in the law without regard to order. A birth certificate, or a baptismal record, or a passport, or a school record, or the parents' affidavit may be accepted as evidence of the child's age. Under such circumstances the tendency of many officers is to accept the evidence that can be secured most easily. The evidence may be wholly unreliable and as a result the child may be permitted to work before he is of legal age. Other States provide in their statutes that certain specified evidence, such as a birth certificate, baptismal certificate, or a passport, must be demanded in a prescribed order. For instance, if a birth certificate can not be secured, and the issuing officer is satisfied it is not obtainable, then a baptismal certificate may be accepted. Though such a provision would seem to assure the production of the most reliable evidence, officers frequently accept the written statement of the parent that a birth certificate can not be secured, and take the next evidence in order, particularly if the child is foreign-born and it seems a hardship to delay the issuance of the certificate until the parents obtain the birth certificate from Europe.

Since it is of interest to the child and to the community that every effort be made to secure proper evidence of the child's age, the official

in charge of issuing employment certificates should give the parents the necessary directions for securing that evidence. Frequently parents are ignorant and helpless in the matter of correspondence; they do not know where to write for the required document and they do not know whether a fee is charged for a birth certificate. Instead of writing directly to the proper official they sometimes write to friends or relatives at home to secure the papers for them. If the papers are not forthcoming the parent then has no official statement to offer at the issuing office as proof that the evidence is not obtainable. In some cities the issuing officers give the parents or children printed directions for securing evidence of age. Even this, however, is not always satisfactory, and in some cities the officials in charge of issuing certificates have found that a great deal of time is saved and many mistakes avoided if they themselves send for the proof of age.

The issuing officer must be ever on the alert to examine carefully the proof of age submitted, so as to protect the interests of the children. Frequently children present evidence with altered dates or changed names. Some issuing officers have found it advisable to stamp the evidence of age when it is submitted, in order to prevent its subsequent use by another child.

EDUCATIONAL REQUIREMENTS.

A child should not be given a certificate to work until he has reached a minimum educational standard. It is generally agreed that no child should be permitted to leave school for work in the shop, on the farm, or in the home until he has secured the minimum education which is necessary for his success and happiness in life. The extent of illiteracy found among men drafted for the United States Army shows the necessity for educating our boys and girls at any cost. In some States a child need not meet any educational requirement in order to secure an employment certificate, and even illiterate children may be given permits to work. The laws of a few other States require merely that the child must be in attendance at school a specified number of days during the year preceding his application for an employment certificate. In other States the child must be able to read and to write simple sentences legibly, but the words "in English" are not always added. Some State laws require that the child must have completed a certain grade in school. For example, some States provide for the completion of the fourth or fifth grade—indeed, a minimum of education for a future citizen of a democracy—while others make provision for as high as an eighth grade requirement.

In certain States the law requires that the school principal certify that the child has fulfilled the educational requirements of the law;

and the issuing officer must accept such certification. In other States the law provides that in addition to the "school record" issued to the child by the school principal a test be given by the issuing officer in order that he may satisfy himself that the child has reached the minimum standard of education. If the children are not successful in the test employment certificates are refused.

There are children who are mentally deficient and can not meet even a low educational requirement. The parents and teachers, realizing this, think that the children would be better off at work than at school. But mentally defective children are undoubtedly subject to greater risk in industry than are normal children. Training should be provided for them to develop skill of hand, for the majority are not so hopelessly defective that they can not acquire some dexterity. The time spent at such training will not be wasted, and they will be better able to hold their own when they finally go to work.

PHYSICAL REQUIREMENTS.

A child should not be given a permit and allowed to work until a public medical officer or one appointed by the board of education or the labor department has given him a physical examination and found him to be physically fit for employment. The need for medical supervision of children as they enter industrial life has been emphasized by the fact that of two and one-half million men examined to determine their physical fitness for the Army one-third were rejected, many of them on account of physical deficiencies that had originated in childhood. In many States a physical examination is not required before the employment certificate is granted, and even children who have been too ill to attend school regularly are given permits and allowed to work. As a result, numbers of working children break down physically from heart weakness, tuberculosis, nervous conditions, and general debility. Many others are handicapped by defective vision or because they are undersized or are lacking in general strength.

Even in States where the laws make some physical requirement, it may be merely that the issuing officer "satisfy himself" of the child's physical ability to perform the work he intends to do, or that he is authorized to require a physician's certificate to that effect. Such provisions often result in no protection at all to the child. In many States, however, the law specifies that before a child is granted an employment certificate he must be examined by a public medical officer or a physician appointed by the board of education who certifies that the child is "in sound health" or "physically able to perform the work which he intends to do."

When the law requires that the child shall be in "sound health" or of "normal development" the physicians are in need of a standard for determining what is "sound health"; they also need to know what is considered normal development for children of different ages. Some States require that employment certificates be granted only to those children who can meet a certain prescribed physical standard.

Where the State laws require the child to be examined in order that his fitness to undertake a particular job may be ascertained, it is quite important that the examining physicians have definite knowledge of industrial conditions and of the particular work which the children are to perform. Various efforts are being made to study at first hand the occupations in which children of certificate age are engaged, but much must be done before examining physicians can have adequate knowledge of occupations or the strain involved. A physician might refuse to give a boy with heart disease a certificate to work as a messenger boy, but he might, through ignorance of the duties involved, allow that same boy to do other work which requires lifting heavy weights.

A detailed record card showing the physical condition of each child should be kept in the issuing office. If the child has any physical defects every effort should be made to see that they are corrected before an employment certificate is issued, for, unless he is put in good physical condition before entering employment, the medical examination does little good. This is especially necessary in States which provide no medical supervision after the child goes to work. In some places where a physical examination is required, a child who has defective vision, defective teeth, or diseased tonsils or adenoids is refused an employment certificate until the defects are corrected. A certificate is unconditionally refused to a child who has heart disease or is tuberculous or whose physical condition is such that employment during the period of adolescence would be detrimental to his future health.

FURTHER OVERSIGHT OF WORKING CHILD'S HEALTH.

The responsibility of the issuing officer should not end with the physical examination. The children rejected because they are physically unfit should be followed up to see that their defects are corrected. In some cities if the parent can not afford to pay for treatment the children are referred to a dispensary. A few issuing officers refer children who are physically unfit for employment to the school nurses or public-health nurses, in order that they may be advised regarding treatment. The official who issues the employment certificates in one city has cooperated with certain local agencies in an effort to secure milk and nourishing food for underfed and anæmic

children. Arrangements have been made to send some of these children to the country, while convalescent care has been secured for others. A fund for eyeglasses has also been established in order that children who can not afford to buy them may be supplied free of charge.

In some States children are examined not only when they start to work but also every time they change positions, in order that the examiners may determine what effect industry has had upon the child and may correct any physical defects that may have developed while he has been working. Such examinations would show which children are not gaining as much as they should in weight and which ones have actually lost weight. The health of children in industry can not properly be protected until there is adequate medical supervision of all employed children.

COOPERATION OF THE ISSUING OFFICE WITH THE COMPULSORY-SCHOOL-ATTENDANCE DEPARTMENT.

It is important that the issuing officer work in close cooperation with the school officials, the compulsory school attendance department, and the factory inspection department, if the child-labor and compulsory-school-attendance laws are to be properly enforced.

A compulsory-school-attendance law should provide for attendance at school of all children who are not legally employed, and adequate administrative machinery should be devised for its enforcement. Sometimes the compulsory-school-attendance law ignores the child entirely after he has reached the legal age for going to work, so that a child may leave school as soon as the law allows, secure a certificate for work, and yet be idle for long periods. He may not be at work but the educational authorities can not require that he return to school.

In most States the compulsory-school-attendance laws provide for attendance at school if the child is not lawfully employed, but frequently there is no machinery for enforcing this provision and no way for officials to know when a child is not at work.

In order that children may not be idle for long periods after leaving school, many States have found it advisable not only to require attendance at school when the child is not lawfully employed, but also to permit no child to leave school and secure an employment certificate until he first has a promise of employment and brings to the issuing officer a statement from the employer that he will employ the child. It is sometimes required that this statement shall include the kind of work the child will do, and the number of hours per day and per week he is going to work. If the work the child intends to do is in violation of the child-labor law, the issuing officer must re-

quire him to secure other employment that is legal before a certificate is granted him. In some localities the issuing officer reports daily to each school the names of children who have been granted certificates. In addition, children who are refused employment certificates for any reason are reported to the compulsory-school-attendance department, which sees that they return to school.

In one city a child to whom a school record has been issued is not dropped from the school roll until the school authorities have been notified by the issuing officer that an employment certificate has been granted him. If, in the meantime, the child is absent from school he is reported to the truant officer, who visits the child's home and makes inquiries regarding him. If the parent states that the child is at work, the officer finds out whether or not an employment certificate has been issued to him. Violations of the child-labor law discovered in this way by the truant officer are reported to the department that enforces the child-labor law.

In order that the compulsory education law pertaining to unemployed children may be enforced, a number of States have found that an effective method is to require that:

1. Each child have a promise of employment before he leaves school and secures an employment certificate.
2. The certificate be mailed to the employer.
3. The employer return the certificate to the issuing officer when the child leaves his job or is discharged for any reason.
4. In order to secure a new certificate the child must get another promise of employment and apply again to the issuing officer.

If, after a certificate has been returned by the former employer, the child fails to apply within a few days for a subsequent one, the issuing officer should report him to the truant officer, whose duty it is to see that he returns to school until he secures other employment. Such provisions should insure the attendance at school of all children who are not employed.

SUPERVISION OF CHILDREN WORKING ON EMPLOYMENT CERTIFICATES.

It is becoming generally recognized that children should have some supervision after they start to work. If the child must return to the employment-certificate office each time he changes his position, the issuing officer has an opportunity to question the child regarding his employment. In this way much valuable information may be secured regarding the conditions under which children work. Such information may lead to better working conditions for children and may perhaps assist the school authorities in adapting the curriculum to the needs of the children. The certificate office, under

this plan is given a measure of supervision over working children up to the age of 16 (and in one State up to the age of 18 for girls) and is in a position to help enforce the laws relating to occupations prohibited to children as well as the laws concerning the hours of employment.

DAYTIME CONTINUATION SCHOOLS.

A satisfactory program for the care of children of employment-certificate age should require a further period of compulsory attendance during a few hours each week at daytime continuation schools provided to meet the needs of working children. In most States children who secure employment certificates and are at work are exempt from further attendance at school. An increasing number of States are finding it advisable to secure legislation providing for continuation schools for these children. In some localities where attendance at continuation schools is compulsory, the officer who issues employment certificates also assigns the children to continuation classes. The compulsory continuation school provides a practicable method of keeping children under the supervision and control of school authorities during the first critical years of their working lives when they most need protection.

VOCATIONAL GUIDANCE AND PLACEMENT BUREAUS.

In order that children may be saved from the wasteful hunt for a job, and in order that they may be assisted in finding work to which they are suited and in which they may advance, a few cities have established vocational guidance and placement bureaus in connection with the employment certificate office. Every child leaving school is thus offered the benefit of occupational advice and guidance. The first aim of such bureaus is to keep children in school by pointing out to them and to their parents the value of further education; by showing them that increased training means increased earnings, better health, and greater efficiency, and that there are in reality few good opportunities in industry which offer training and advancement to young children. If the child can not be persuaded to return to school, the officer may assist him in finding the employment best suited to him and may also give him some degree of supervision after he starts to work.

Suggestions to Local Committees.

The employment-certificate official—no matter how efficient he is—can not alone make a child-labor law really protect the children. He must have the backing of the community.

1. The local committees should first of all stimulate a lively interest in their communities in the enforcement of the child-labor and compulsory-school-attendance laws.

2. They should see that the communities maintain officials in charge of such work who will conscientiously enforce the laws for the benefit of the children. A sufficient number of assistants must be given the issuing officer if he is to do his work effectively.

3. They should work for complete birth registration in order that the real age of the nation's children may be readily ascertained. Information from such reliable age records should prevent the issuing officer from granting employment certificates to any children not of legal age.

4. They should see that a sufficient number of truant officers are provided to enforce the compulsory-school-attendance laws. In many rural districts these laws are poorly enforced. In some States the school term is so short that children are in school only a small part of the year. Only a few States make an effort to return to school children of employment-certificate age who are not at work.

5. They should urge the schools to modify the curriculum in such a way that it will better meet the needs of the children. Many children leave school because they are not interested in the academic work which the school offers. They may be refused employment certificates and forbidden to work, but if they are to be kept in school it is not enough merely to pass a law requiring attendance. The school must provide training which parents and children alike will consider so well worth having that they are willing to forego the immediate assistance which the child's wages would afford. All-day industrial and vocational schools have been established in a number of States to meet the needs of such children.

6. They should be able to offer their assistance to the issuing officers in States where a physical examination is required, in following up children who are refused certificates because of physical unfitness in order to see that they have the necessary treatment. They may make provision for the care of those children who can not afford medical treatment. Every effort should be made to safeguard the health of working children.

7. They should make provision for the care of the families of those children whose earnings are needed at home. Sometimes this can be done by providing scholarships for children of school age. Certain States have met the needs of some children by means of mothers' pensions.

8. They should work to secure daytime continuation schools to give working children further training.

Some States recognize the fact that all children whether at school or at work are educational wards of the State and that children who

must leave school for work at an early age should be given opportunities to improve their education and receive further training. Under the Federal vocational education act, the Government will give one dollar for every dollar spent by any community or State on continuation schools.

The local committees in following up the children in the Back-to-School Drive will doubtless see where their present laws are lax and what action should be taken to make their laws really protect the children.

The right education of our boys and girls, and well enforced laws that will provide for their safety and further training of these children when they finally go to work, constitute the best preparedness for national strength.



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